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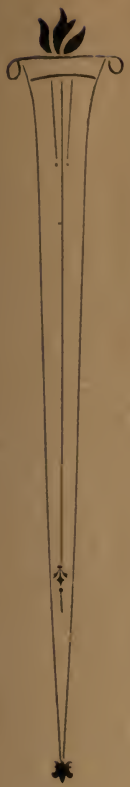

# STATE NORMAL SCHOOL · HYANNIS MASSACHUSETTS

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TRAINING SCHOOL. NORMAL SCHOOL. DORMITORY.

SCHOOL GROUNDS.

# STATE

# NORMAL SCHOOL

AT

## HYANNIS, MASS.

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## CATALOGUE AND CIRCULAR

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NORMAL SCHOOL.

TRAINING SCHOOL.

# State Normal School at Hyannis.

## HISTORICAL.

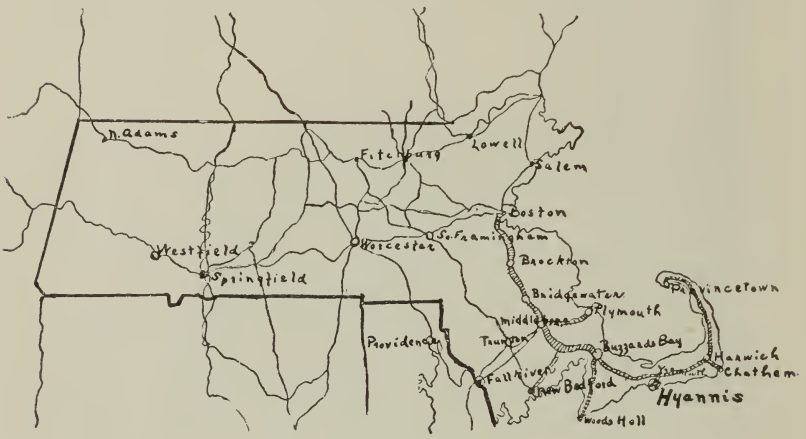
In 1894 the Legislature of the Commonwealth of Massachusetts authorized the establishment of four new State normal schools, viz., one in the county of Barnstable, one in the city of Fitchburg, one in the city of Lowell and one in the city of North Adams. (Acts of 1894, chapter 457, sections 1–8.)

The State Board of Education selected Hyannis as the most suitable location in the county of Barnstable. Two important conditions had been imposed by the State on the place in which the school should be located, namely, that it should pay into the State treasury $25,000, or such a part of this sum as should be necessary for the purchase of proper grounds for the school, and that a suitable training school should be established for the use of the normal school as a school of observation and practice.

The people of Hyannis vied with each other in contributions to meet the first of these conditions. A splendid estate, consisting of about five acres, was purchased and contributed to the State. The second condition was met in the same spirit by the town of Barnstable, of which the village of Hyannis is a part. A fine modern brick building was erected for the training school. This building was very soon totally destroyed by fire, but, nothing daunted, the town appropriated more money. A building in some respects better than the first one soon appeared. This is now the school home for all of the children of primary and grammar school age of the villages of Hyannis and Hyannisport. A picture of this building may be found opposite page 5 and its location relative to the other buildings may be seen in the picture opposite page 1.

In 1895 the Legislature authorized the construction of a dormitory (Acts of 1895, chapter 345, section 1), and in 1897 a special act authorized the purchase of the residence connected with the aforementioned estate, the same to be used as the principal's residence.

The school building and dormitory were completed and ready for occupancy when the school opened on Sept. 9, 1897. The entering class consisted of 31 women and 10 men.




## LOCATION.

This school is located midway on Cape Cod, in the county of Barnstable, town of Barnstable and the village of Hyannis (see accompanying map). It is only seventy-nine miles from Boston, with which it is connected by the Cape Cod division of the New York, New Haven & Hartford Railroad. The train service is excellent, especially from June first to November first, when thousands of summer visitors sojourn for the whole or a part of the season on the Cape.

Many people who have not visited Cape Cod, but who have gained their impressions from Thoreau's "Cape Cod," think of the whole section as a strip of desert sand with stunted vegetation and squalid homes. For the sake of correcting some of these false impressions a few facts are here submitted regarding the town of Barnstable and the village of Hyannis, in which the school is located.

The town of Barnstable has a valuation of $3,943,940 and a population of 4,055. Hyannis is the largest and most thriving village in this town. It is a village of homes, where the stranger is particularly struck with the trim, well-kept appearance of each house. The streets and walks are kept in excellent repair. The

houses are built upon two or three parallel streets and a few cross streets, so that the village is about one and one-half miles long, with little width. It will be readily seen that a walk of five minutes will take one out of the village into the country or down by the water. All about are delightful drives through forests of pine and oak. One may gain some idea of the beauty of the country from the accompanying pictures. The sea views which may be obtained from the school building are beyond description. Few places along our whole Atlantic coast afford anything so fine.

An extension of Hyannis, its seaside resort, is Hyannisport. A summer visitor has described it as follows: "You leave the cars at Hyannis; you mount into that Yankee conveyance known as a 'barge,' for the reason, probably, that it has no possible resemblance to a barge; you roll away through a lovely tree-shaded street, then through groves of pine and oak, till the moors about the port are gained. It is a pretty picture that you see, — the port curves its arm lovingly and the blue water nestles within its embrace. A tiny pier stretches from the land, finished by a toy pavilion; dainty boats are moored in fleets beside it, and white sails cluster all about, while in the more distant offing large yachts and schooners are at anchor. There are hills sloping and rolling back to the horizon on every side. They are crowned with trees now and then, sometimes with cottages; and climbing over the heights brown lengths of highway go wandering toward settlements farther inland. The drives are enchanting in all directions; the air is fragrant with balsam odors and the faint iodine smell of the seaweed; you wish for greater breathing power, and you find unusual exercise only a delight, never a fatigue."

Hyannis is the trading center for the neighboring country and villages within a radius of ten or twelve miles. It has about thirty shops and stores, a national bank, a good hotel, well-equipped printing office, four churches, and a circulating library and free reading-room.

A strong lecture course is supported by the people of the village, and arrangements have been perfected whereby the residents may have free access to the books of the Sturgis Library, one of the best and most carefully selected libraries in any of the villages of the State.

The offices of the superintendent and other officials of the Cape Cod division of the railroad and the engine-house and repair shops are located here.

The school buildings are very easy of access, being only five minutes' walk from the depot and the same distance from the post-office. In fact, the grounds are in the very midst of the village. It will be readily seen that the school has all the advantages of a quiet country location and at the same time is within easy reach of the conveniences of modern civilization.

## BUILDINGS.

The buildings which are connected with the school are four in number, viz., the State Normal School, the dormitory, the training school and the principal's residence. The relative position of these four buildings may be seen by comparing the picture of the grounds (opposite page 1) and that of the principal's residence (opposite page 10), if one remembers that the picture of the grounds was taken from a point just opposite to the barn, which may be seen in the rear of the principal's residence.

The normal building (opposite page 5) is a substantial brick and stone structure, arranged and constructed for modern school work. All of the rooms are well lighted, the recitation rooms being on the east and south sides while the dressing rooms, store-rooms, offices and rooms for drawing take the light from the north. The heating and ventilation are by the "fan system." The building has been furnished and equipped in a plain but substantial manner. Everything is thoroughly modern and well adapted to the use for which it was purchased.

On the first floor are the general and private offices, the ladies' cloak-room and toilet, the laboratory for biology, a recitation room for mathematics, one for psychology and pedagogy, and a third, which is not yet in use. On the second floor are the main hall, the library, the reading room, the laboratory and a store room for mineralogy and geology, a recitation room for history and literature and a teachers' rest room. On the third floor are the laboratories and store-rooms for physics and chemistry, a large room for drawing and a large lecture room for physics, chemistry, geography and kindred subjects. In the basement is a large gymnasium. Here are also two large, well-lighted rooms, one of which is now used as a coat room and lunch room for gentlemen and the other as a work-shop. Both are well adapted to use for manual training laboratories. Next to the gymnasium is a room fitted with shower baths, wash basins and toilets. In the basement may also be found the engine room, with two mammoth boilers which supply

ENTRANCE TO SCHOOL GROUNDS

DORMITORY.

steam for heating both the school building and the dormitory; the steam pump, which pumps water to a reservoir in the top of the building, from which it is distributed to the school building, the dormitory and the premises; the air pump and tank, which supplies air for the Johnson automatic system which keeps the temperature in each room at 70 degrees; the air pump and mixer, which connects with the gasoline tank situated outside in the grounds and forces the gasoline to all parts of both buildings.

The dormitory is built of brick with brown-stone trimmings. As already stated, it is heated and lighted from the plant located in the basement of the school building. This is the temporary home for the majority of our students, and great care has been taken to make it a comfortable, cheery, home-like place. On the basement floor are the dining room, kitchen, hall, pantry, baths, laundry, drying room, servants' sitting room and the store room. On the first floor are the parlor, alcoves, hall, guest room, matron's room, students' rooms and bath rooms. On the second floor are two teachers' rooms, pupils' rooms, a linen closet and bath rooms. The third floor is like the second. On the fourth floor are the servants' rooms.

The dining room is well lighted and furnished with cosy tables which will seat four or six persons each (see cut opposite page 12).

The parlor is furnished in mahogany, with rugs, draperies and curtains to correspond. A new piano and a well-selected library have been provided for the use of all (see cut opposite page 12).

Each student's room is furnished in practically the same manner as the one photographed (see opposite page 12). Each has two windows, two large closets, a fixture for gasoline with Welsbach burner and one for electricity, a steam radiator and a ventilating flue. Each is furnished with a quartered oak bureau, commode, table, two rockers, two straight-backed chairs, with toilet set, screen, one large and two small rugs, and with two single iron beds, each bed being provided with a National spring, a first-class hair mattress, one live geese feather pillow and one hair pillow. Few dormitories are so comfortably equipped.

## CLIMATE.

The climate is the mildest in the State. Zero weather is considered extremely cold. There is little snow and cold spells are of short duration. The nearness of the gulf stream helps to make the winter climate here resemble that of the New Jersey coast

much more than it does that of New England. In the summer the prevailing wind is from the south-west, and sweeping up over the whole length of Long Island Sound this is always cool but with a certain balmy softness known so well to the habitats of Newport and Block Island.

## DESIGN OF THE SCHOOL.

By the resolve of the Legislature under which normal schools were established their design is stated to be "qualifying teachers for the common schools in Massachusetts." It is more fully stated by a vote of the Board of Education passed May 6, 1880: —

The design of the normal school is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

To this end there must be the most thorough knowledge, first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching those branches; and third, of right mental training.

The time of one course extends through a period of two years, of the other through a period of four years, and is divided into terms of twenty weeks each, with daily sessions of not less than five days each week.

## COURSES OF STUDIES.

### The Two-years Course.

1. Psychology, history of education, pedagogy, school organization, school government and school laws of Massachusetts.

2. Methods of teaching the following subjects: —

(*a*) English, — reading, language, grammar, rhetoric, composition, literature.

(*b*) Mathematics, — arithmetic, elementary algebra and geometry.

(*c*) Science, — minerals, plants, animals, physics, chemistry, geology, geography, physiology and hygiene, manual training.

(*d*) Expression, — drawing, vocal music, physical training.

3. Observation and practice in training school.

### The Four-years Course.

1. All of the work which is included in the two-years course.

2. Advanced work in history, English literature, botany, zoölogy, geology, physics, algebra, geometry, trigonometry, astronomy, drawing, ethics.

RESIDENCE OF PRINCIPAL.

3. Methods in Latin and French or German.

4. Teaching of two or three subjects in the training school for one year each.

## TRAINING SCHOOL.

A large factor in the training of every student is that which is obtained in connection with the training school. A large part of the work in methods in primary reading, primary and advanced number and physical training is given in connection with and by means of the class exercises in the regular school room. With the exception of a little professional work at the normal school, the last half of the senior year is devoted to observation and practice. Students are assigned to either primary or grammar sections, in accordance with their desires or apparent fitness. They are at once set to observing and assisting. As fast as a student develops sufficient power he is given a class to teach in one subject. He prepares each lesson under the supervision of the teacher in charge of that subject, and his teaching is criticised by this teacher and by the principal of the department in which he is teaching. As soon as seems advisable another subject is added, and before completing the course the student is given an opportunity to have full charge of a room.

Each student has to do about six weeks of observation work and fifteen weeks of teaching in the regular two-years course.

The connection between the normal and training schools is very close. Every teacher of the normal school does some regular teaching of the children in the training school during a part of the school year. He also supervises the work of his department in the training school.

## REQUIREMENTS FOR ADMISSION.

Candidates for admission to any one of the normal schools must have attained the age of seventeen years complete, if young men, and sixteen years, if young women; and must be free from any disease or infirmity which would unfit them for the office of teacher. They must present certificates of good moral character, give evidence of good intellectual capacity and be graduates of high schools whose courses of study have been approved by the Board of Education, or they must have received, to the satisfaction of the principal and the Board of Visitors of the school, the equivalent of a high school education. The candidate will do well

to present a written statement from his high school principal showing in clear and discriminating terms the character of his scholarship and conduct while in the high school. Such statements will receive very careful consideration.

Candidates must declare their intention to teach in the schools of the State, to abide by the requirements of the school, and, if possible to complete the course of study.

## TIME OF ADMISSION.

New classes will be admitted only at the beginning of the fall term, and, as the studies of the course are arranged progressively from that time, it is important that students shall present themselves then for duty. In individual cases and for strong reasons exceptions to this requirement are permissible, but only after due examination and upon the understanding that the admission shall be at a time convenient to the school and to such classes only as the candidate is qualified to join.

## WRITTEN EXAMINATIONS.

Hereafter, until further notice, the written examinations will embrace papers on the following groups, a single paper with a maximum time allowance of two hours to cover each of groups 1, 2 and 4, and a single paper with a maximum time allowance of one hour to cover each of groups 3 and 5 (in all, five papers, with a maximum time allowance of eight hours) : —

1. *Languages.* — (*a*) English, with its grammar and literature, and (*b*) one of the three languages, — Latin, French and German.

2. *Mathematics.* — (*a*) Arithmetic, (*b*) the elements of algebra and (*c*) the elements of plane geometry.

3. *History and Geography.* — The history and civil government of Massachusetts and the United States, with related geography and so much of English history as is directly contributory to a knowledge of United States history.

4. *Sciences.* — (*a*) Physical geography, (*b*) physiology and hygiene, (*c*) physics, (*d*) botany, and (*e*) chemistry.

5. *Drawing and Music.* — (*a*) Elementary, mechanical and freehand drawing, with any one of the topics, form, color and arrangement, and (*b*) musical notation.

DINING HALL — DORMITORY.

PARLOR — DORMITORY.

GUEST CHAMBER — DORMITORY.

TYPICAL STUDENT'S ROOM.

## ORAL EXAMINATIONS.

Candidates will be questioned orally either upon some of the foregoing subjects or upon matters of common interest to them and the school, at the discretion of the examiners. In this interview the object is to gain some impression about the candidates' personal characteristics and their use of language, as well as to give them an opportunity to furnish any evidences of qualification that might not otherwise become known to their examiners. Any work of a personal, genuine and legitimate character that candidates have done in connection with any of the groups that are set for examination, and that is susceptible of visible or tangible presentation, may be offered at this time, and such work will be duly weighed in the final estimate, and may even determine it. To indicate the scope of this feature the following kinds of possible presentation are suggested, but the candidates may readily extend the list: —

1. A book of drawing exercises, — particularly such a book of exercises as one might prepare in following the directions in "An Outline of Lessons in Drawing for Ungraded Schools," prepared under the direction of the Massachusetts Board of Education, or in developing any branch of that scheme.

2. Any laboratory note-book that is a genuine record of experiments performed, data gathered or work done, with the usual accompaniments of diagrams, observations and conclusions.

3. Any essay or article that presents the nature, successive steps and conclusion of any simple, personally conducted investigation of a scientific character, with such diagrams, sketches, tables and other helps as the character of the work may suggest.

4. Any exercise book containing compositions, abstracts, analyses or other written work that involves study in connection with the literature requirements of the examination.

Specimens of written work or of drawing should be identified by the signature of the principal of the school as the work of the student who presents them.

## EXPLANATION OF ADMISSION REQUIREMENTS.

### I. Languages.

(*a*) *English.* — The importance of a good preparation in English is never overrated. The requirements in this department are based upon those generally agreed upon by the colleges and high

technical schools of New England. Applicants are strongly advised to read, either in school or by themselves, *all* the works named; but, until further notice, a candidate will not be rejected who passes a satisfactory examination upon one-half of those assigned, — the selection to be made by herself or by her school.

No candidate will be accepted whose written English is notably deficient in clear and accurate expression, spelling, punctuation, idiom or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the foregoing statement and marked accordingly.

1. *Reading and Practice.* — This part of the examination will be upon the subject-matter and upon the lives of the authors, and its form will usually be the writing of brief paragraphs on each of several topics selected by the candidate from a considerable number, and its chief purpose will be to test her power of clear and accurate expression. In place of a part or the whole of this test the candidate may present an exercise book, properly certified by her instructor, containing compositions or other written work done in connection with the reading of the book. The books set for this part of the examination will be: —

1900. — Dryden's *Palamon and Arcite;* Pope's *Iliad*, Books I., VI., XXII. and XXIV.; *The Sir Roger de Coverley Papers* in *The Spectator;* Goldsmith's *The Vicar of Wakefield;* Scott's *Ivanhoe;* De Quincey's *The Flight of a Tartar Tribe;* Cooper's *The Last of the Mohicans;* Tennyson's *The Princess;* Lowell's *The Vision of Sir Launfal.*

1901 and 1902. — Shakespeare's *The Merchant of Venice;* Pope's *Iliad*, Books I., VI., XXII. and XXIV.; *The Sir Roger de Coverley Papers* in *The Spectator;* Goldsmith's *The Vicar of Wakefield;* Coleridge's *The Ancient Mariner;* Scott's *Ivanhoe;* Cooper's *The Last of the Mohicans;* Tennyson's *The Princess;* Lowell's *The Vision of Sir Launfal;* George Eliot's *Silas Marner.*

1903, 1904 and 1905. — Shakespeare's *The Merchant of Venice* and *Julius Cæsar; The Sir Roger de Coverley Papers* in *The Spectator;* Goldsmith's *The Vicar of Wakefield;* Coleridge's *The Ancient Mariner;* Scott's *Ivanhoe;* Carlyle's *Essay on Burns;* Tennyson's *The Princess;* Lowell's *The Vision of Sir Launfal;* George Eliot's *Silas Marner.*

In preparation for this part of the requirement, it is important

GENERAL OFFICE AND RECEPTION ROOM.

PRIVATE OFFICE.

that the candidate shall have been instructed in the fundamental principles of rhetoric.

2. *Study and Practice.* — This part of the examination presupposes a more careful study of each of the books named below. The examination will be upon subject-matter, form and structure, and will also test the candidate's ability to express her knowledge with clearness and accuracy. The books set for this part of the examination will be : —

1900. — Shakespeare's *Macbeth;* Milton's *Paradise Lost*, Books I. and II. ; Burke's *Speech on Conciliation with America;* Macaulay's *Essays on Milton and Addison.*

1901 and 1902. — Shakespeare's *Macbeth;* Milton's *Lycidas*, *Comus*, *L'Allegro* and *Il Penseroso;* Burke's *Speech on Conciliation with America;* Macaulay's *Essays on Milton and Addison.*

1903, 1904 and 1905. — Shakespeare's *Macbeth ;* Milton's *Lycidas*, *Comus*, *L'Allegro*, and *Il Penseroso;* Burke's *Speech on Conciliation with America;* Macaulay's *Essays on Milton and Addison.*

In addition, the candidate may be required to answer questions involving the essentials of English grammar, and questions on the leading facts in those periods of English literary history to which the prescribed works belong.

The Conference on Uniform Entrance Requirements also recommends the following : —

1. That English be studied throughout the primary and secondary school courses, and, when possible, for at least three periods a week during the four years of the high school course.

2. That the prescribed books be regarded as a basis for such wider courses of English study as the schools may arrange for themselves.

3. That, where careful instruction in idiomatic English translation is not given, supplementary work to secure an equivalent training in diction and in sentence-structure be offered throughout the high school course.

4. That a certain amount of outside reading, chiefly of poetry, fiction, biography and history, be encouraged throughout the entire school course.

5. That definite instruction be given in the choice of words, in the structure of sentences and of paragraphs, and in the simple forms of narration, description, exposition and argument. Such instruction should begin early in the high school course.

6. That systematic training in speaking and writing English be given throughout the entire school course. That, in the high school, subjects for compositions be taken, partly from the prescribed books and partly from the student's own thought and experience.

7. That each of the books prescribed for study be taught with reference to —

(*a*) The language, including the meaning of the words and sentences, the important qualities of style and the important allusions.

(*b*) The plan of the work, *i. e.*, its structure and method.

(*c*) The place of the work in literary history, the circumstances of its production and the life of its author.

That all details be studied, not as ends in themselves, but as means to a comprehension of the whole.

(*d*) One only of the three languages, — *Latin*, *French* and *German*. The translation at sight of simple prose, with questions on the usual forms and ordinary constructions of the language. The candidate is earnestly advised to study *Latin* and either *French* or *German*.

## II. Mathematics.

(*a*) *Arithmetic.* — Such an acquaintance with the subject as may be gained in a good grammar school.

(*b*) *Algebra.* — The mastery of any text-book suitable for the youngest class in a high school, through cases of affected quadratic equations involving one unknown quantity.

(*c*) *Geometry.* — The elements of plane geometry as presented in any high school text-book. While a fair acquaintance with ordinary book work in geometry will, for the present, be accepted, candidates are advised, so far as practicable, to do original work with both theorems and problems, and an opportunity will be offered them, by means of alternative questions, to test their ability in such work.

## III. History and Geography.

Any school text-book on United States history will enable candidates to meet this requirement, provided they study enough of geography to illumine the history, and make themselves familiar with the grander features of government in Massachusetts and the United States. Collateral reading in United States history is strongly advised.

DRAWING ROOM.

TYPICAL RECITATION ROOM.

CORNER OF LIBRARY.

READING ROOM.

### IV. Sciences.

(*a*) *Physical Geography.* — The mastery of the elements of this subject as presented in the study of geography in a good grammar school. If the grammar school work is supplemented by the study of some elementary text-book on physical geography, better preparation still is assured.

(*b*) *Physiology and Hygiene.* — The chief elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the more striking effects of alcoholic drinks, narcotics and stimulants upon those addicted to their use.

(*c*), (*d*) *and* (*e*) *Physics, Chemistry and Botany.* — The elementary principles of these subjects so far as they may be presented in the courses usually devoted to them in good high schools. Study of the foregoing sciences, or some of them, with the aid of laboratory methods, is earnestly recommended.

### V. Drawing and Music.

(*a*) *Drawing.* — Mechanical and freehand drawing, — enough to enable the candidates to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to make a freehand sketch of the same in perspective. Also any one of the three topics, form, color and arrangement.

(*b*) *Music.* — The elementary principles of musical notation, such as an instructor should know in teaching singing in the schools. Ability to sing, while not required, will be prized as an additional qualification.

### Preliminary Examination.

1. Candidates may be admitted to a preliminary examination a year in advance of their final examination, provided they offer themselves in one or more of the following groups, each group to be presented in full: —

II. Mathematics.
III. History and Geography.
IV. Sciences.
V. Drawing and Music.

Preliminary examinations can be taken in June only.

Every candidate for a preliminary examination must present a certificate of preparation in the group or groups chosen, or in the

subjects thereof, the form of certificate to be substantially as follows: —

_____ has been a pupil in

_____ for _____ years and is, in my judgment, prepared to pass the normal school preliminary examination in the following group or groups of subjects and the divisions thereof:

_____

_____

Signature, _____

Address, _____

2. The group known as *I. Languages* must be reserved for the final examinations. It will doubtless be found generally advisable in practice that the group known as *IV. Sciences* should also be so reserved.

Candidates for the final or complete examinations are earnestly advised to present themselves, so far as practicable, in June. Division of the final or complete examinations between June and September is permissible; but it is important both for the candidate and the normal school that the work laid out for the September examinations, which so closely precede the opening of the school, shall be kept down to a minimum.

It may be said, in general, that, if the ordinary work of a good statutory high school, as defined by section 2, chapter 496 of the Acts of 1898, is well done, a student should be able to meet the requirements of these examinations. All candidates are advised to bring as full a statement of the work they have done during their high school courses, as well as an account of the degree of success which has crowned their efforts, as they can procure. A good record in the high school is of prime importance to all candidates. Evidence of mental power, as shown in original and independent methods and results of work, will go far to satisfy the examiners of the fitness of those who may not have met successfully all the contingencies of the formal examination.

Reasonable allowance in equivalents will be made in case a candidate, for satisfactory reasons, has not taken a study named

NORMAL HALL.

LECTURE ROOM.

for examination. Successful experience in teaching will be taken into account, according to its amount and nature, in the determination of equivalents in the entrance examinations.

## FREE TUITION.

Residents of Massachusetts declaring their intention to teach in the State will not be required to pay tuition; but each pupil from another State shall pay at the beginning of each half-year session the sum of twenty-five dollars for the use of the school.

## BOARDING HALL.

Non-resident students are expected to board in the dormitory, or in private families approved by the principal

The State has erected, furnished and keeps in repair this fine building without expense to the students. All money paid for board is therefore expended for provisions, fuel, lights and service. Thus first-class accommodations and excellent board are furnished at a very low rate. The cost to students is $160 for the school year of forty weeks. Board is payable quarterly, in advance, *i. e.*, $40 at the beginning of each ten weeks of the school year.

Students who go home regularly on Friday nights will be allowed a suitable reduction from the above-named prices.

## FURNITURE.

Each boarder is expected to furnish bedding, towels, napkins and napkin-ring, and clothes-bags. It will be well for each to bring four pillow cases, three sheets, two blankets and one coverlet. Every article of clothing must be distinctly and indelibly marked with the owner's name.

## OTHER EXPENSES.

Text-books and reference books are loaned to the students free of charge, but they are expected to pay for any damage to books or furniture which they may be using, to buy their own paper and note-books and to pay for breakage in the laboratory work. The total of such expenses for a year is only a few dollars.

## FINANCIAL ASSISTANCE.

Students and candidates for admission who have done excellent work in the high school and are strong physically, but who cannot obtain sufficient money at home for their support through school, may apply for assistance from one or both of the sources described below. It will be understood that only a small number can be assisted each year and great care will be exercised in selecting such applicants as are particularly promising and most in need of such assistance.

During the present school year eleven applicants have received loans of one hundred dollars or less each. The trustees are not authorized to loan more than one hundred dollars per year to any one student without a vote of the contributors.

### Student's Loan Fund.

The fund herein described shall be known as the Student's Loan Fund for the State Normal School at Hyannis.

This fund shall be supported by voluntary loans of one hundred dollars each for a term of five years, the amount remaining at the end of such time, with all interest which may have accrued on the same, to be divided pro rata among those who have contributed.

This fund shall be administered by three trustees, who shall be chosen each year by the contributors from among their own number.

This fund shall, so far as practicable, be used to loan in such sums, and to such students of the State Normal School at Hyannis, as the trustees may, after careful investigation, consider proper recipients of such loans.

The personal note of the pupil receiving the loan, with or without indorsement, payable in five years or less, with interest at four per cent., shall be taken and held by the trustees.

Such a part of this fund as may not, at any time, be loaned shall be invested at the discretion of said trustees.

Money can be appropriated from this fund only on the order of two of said trustees.

Trustees for 1899–1900: W. A. Baldwin, Principal State Normal School; Edward L. Chase, treasurer county of Barnstable; G. W. Doane, M.D.

PHYSICAL LABORATORY.

CHEMICAL LABORATORY.

BIOLOGICAL LABORATORY.

MINERALOGICAL LABORATORY.

### State Aid.

The State appropriates four thousand dollars per annum for the normal schools, which is given to promising pupils who are unable, without assistance, to meet all their expenses; but no one receives such assistance till the second term of the course.

Any one desiring to obtain assistance through the Student's Loan Fund or the State Aid Fund should apply to the principal of the school for the proper blanks.

### Normal School Scholarships at Harvard University.

There are eight scholarships in the scientific school at Harvard University for the benefit of normal schools. The annual value of each of the scholarships is one hundred and fifty dollars, which is the price of tuition, so that the holder of the scholarship gets his tuition free. The incumbents are originally appointed for one year, on the recommendation of the principal of the school from which they have graduated. These appointments may be annually renewed on the recommendation of the faculty of the scientific school.

## SCHOOL REGULATIONS.

The government of the school is placed, as far as possible, on the shoulders of the governed. Students are expected to do their part toward their own best development. The theory is that self-government develops character. These students will soon be teachers and so engaged in governing others; before they can control others they must be able to control themselves. If this power is not already theirs it should be developed. The best way to grow in this direction is to practise self-control. Each student is expected to feel responsible not only for his own conduct but for the welfare of the school. A committee is elected by the students from among their own number to hear complaints and to confer with the principal regarding any which have to do with the comfort and well-being of the student body.

Habits of regularity, particularly in eating, sleeping, study and recreation, are considered of prime importance, and regulations covering these points have been adopted by the students who board at the dormitory.

The government at the dormitory is in the hands of the students. They select a committee of three, one for each floor, every

ten weeks. This committee acts as a committee on rules and regulations, and has charge of the execution of the same.

Other committees elected are a social committee and a committee to act as heads of tables during each meal. The principal confers with these committees whenever it seems desirable.

## NON-RESIDENT LECTURERS.

The regular work of the school is broadened by frequent addresses from non-resident lecturers.

During the current year the students have listened to the following well-known speakers: —

Miss Sarah Louise Arnold, Supervisor of Schools, Boston.
Mr. W. H. Small, Superintendent of Schools, Chelsea.
Mr. C. H. Morss, Superintendent of Schools, Medford.
Dr. T. M. Balliet, Superintendent of Schools, Springfield.
Mr. H. W. Lull, Superintendent of Schools, Quincy.
Miss Maria L. Baldwin, Principal Agassiz School, Cambridge.

## THE SCHOOL AND THE PUBLIC.

The school holds itself in readiness to respond to calls from the superintendents and teachers of the vicinity for any assistance which it can render. It welcomes all interested visitors to its sessions or to inspect its equipment. Rooms are gladly provided for teachers' meetings and for lectures which are of a distinctly educational value.

During the present school year a very successful institute convened here. Practically every teacher of the county was in attendance.

An Educational Round Table for Barnstable County has been organized, and holds three meetings a year in the normal building.

Many committee meetings have been held in connection with the organization of a lecture course for the village, the extension of library privileges, and village improvement society.

For particulars regarding the regular or summer sessions, address the principal.

# List of Students.

### Advanced Class.

| | |
|---|---|
| Bearse, Edward T., | Santuit. |
| Crowell, Alice M., | South Yarmouth. |
| Crowell, Annie S., | South Yarmouth. |
| Ellis, Henry A., | Yarmouth. |
| Ellis, Mary E., | Brewster. |
| Fisk, H. Frank, | West Dennis. |
| Goodspeed, David H., | Santuit. |
| Harlow, Laura C., | Santuit. |
| Hinckley, C. Hervey, | Sandwich. |
| Holmes, Edward L., | Hyannis. |
| Linnell, Vida F., | Hyannisport. |
| Maher, Kate E., | Hyannis. |
| Marston, Maude H., | Cummaquid. |
| Taylor, Ruth A., | Hyannis. |

### Senior Class.

| | |
|---|---|
| Crowell, Carrie E., | West Dennis. |
| Days, Mary A., | Provincetown. |
| Hall, Helen M., | Orleans. |
| Harrington, Nellie F., | Fall River. |
| Hill, Mary E., | Fall River. |
| Linnell, Edith A., | Hyannisport. |
| McKenney, Flora P., | Fall River. |
| Nickerson, Sarah B., | South Dennis. |
| Ochampaugh, Ada E., | Fall River. |
| Paine, Ursula I., | Harwich. |
| Pidgeon, Lizzie M., | Provincetown. |
| Shay, Mary E., | Fall River. |
| Stacy, Chester R., | West Yarmouth. |
| Stetson, A. Frances, | South Yarmouth. |
| Vedder, Abbie M., | Cottage City. |
| Williams, Nina S., | Provincetown. |

### Junior Class.

| | |
|---|---|
| Baker, Mabelle W., | South Yarmouth. |
| Baker, Minnie L., | South Yarmouth. |
| Baker, M. Mabel, | Brewster. |
| Barrett, Sarah C., | Norwood. |

| | |
|---|---|
| Blachford, Lois J., | Dennisport. |
| Brophy, Julia C., | Fall River. |
| Bunker, Mina G., | Cottage City. |
| Cobb, Ethel F., | South Truro. |
| Darling, Mary L., | West Dennis. |
| Dearborn, Bertha J., | Provincetown. |
| Elcock, Alicia B., | West Quincy. |
| Elcock, Frances J., | West Quincy. |
| Emery, Sadie T., | Provincetown. |
| Foster, Mary H., | Brewster. |
| Haas, Minnie E., | Boston. |
| Hathaway, Florence S., | Pottersville. |
| Johnson, William F., | Provincetown. |
| Kelly, Mary C., | Fall River. |
| McDonald, Mary P., | Fall River. |
| Metcalf, Lucie A., | Norwood. |
| Murphy, Mary J., | Fall River. |
| O'Dea, Margaret M., | Fall River. |
| Phinney, Clara E., | Barnstable. |
| Robbins, Flora B., | Dennisport. |
| Rogers, Raymond W., | East Harwich. |
| Rinn, Ethel, | Atlantic. |
| Small, Marion C., | Provincetown. |
| Sullivan, Gertrude M., | Fall River. |
| Swift, Ralph H., | Barnstable. |
| Wellman, Eleanor M., | Boston. |
| Wixon, Grace D., | Dennisport. |

# Calendar.

1900.

Jan. 2. — Tuesday night, Christmas recess ends.
Feb. 6. — Tuesday morning, second term begins.
March 30. — Friday night, spring recess begins.
April 9. — Monday night, spring recess ends.
June 26. — Tuesday, public graduation.
June 28, 29. — Thursday and Friday, first entrance examinations.
Sept. 11, 12. — Tuesday and Wednesday, second entrance examinations.
Sept. 13. — Thursday, school year begins.
Nov. 28. — Wednesday night, Thanksgiving recess begins.
Dec. 3. — Monday night, Thanksgiving recess ends.
Dec. 21. — Friday night, Christmas recess begins.

1901.

Jan. 1. — Tuesday night, Christmas recess ends.
Feb. 6. — Wednesday morning, second term begins.
March 29. — Friday night, spring recess begins.
April 8 — Monday night, spring recess ends.
June 25. — Tuesday, public graduation.

NOTICE.

Entrance examinations begin at 9 o'clock in Normal Hall.

All candidates should be present at the opening on both days.

For further information address the principal personally or by letter at Hyannis, Mass.

# CATALOGUE

OF

# SUMMER SESSION.

# Summer Session of State Normal School at Hyannis.

*Third Session.* — July 5 to August 8, 1900.

*Purpose.* — To afford professional training to teachers now in service.

*Work.* — Like that which is offered in the regular courses.

*Instructors.* — Mostly teachers from other normal schools.

*Diplomas.* — Granted on completion of course.

*Tuition.* — Free to all who intend to teach in the State.

*Expenses.* — Board and lodging in the dormitory, $5.50 for women and $5.75 for men. Books, paper and laboratory materials at cost.

*Buildings.* — New, well equipped and well adapted to their purposes.

*Location.* — On the south side of Cape Cod.

*Climate.* — Tempered in winter and summer by sea breezes; prevailing wind from south-west, coming over Long Island Sound.

*Recreations.* — Sea bathing delightful; fishing and boating excellent in ocean, bays and lakes; walks and drives unsurpassed.

## Purpose of this School.

It is believed that many teachers now in service in Massachusetts realize their need of professional training. Every teacher, worthy the name, feels the need of such inspiration as comes from regular intensive study during some part of each year. To meet this need the State has appropriated money for the support of this summer session. Thus is inaugurated a movement for the improvement of teachers now at work in our schools. Here those who feel obliged to teach during the regular school year will have an opportunity to take work equal in value to that which is usually offered in normal schools. A teacher can attend this school for two or three summers, then secure a leave of absence for one year, spend this year at the Hyannis Normal School, return to her position, then attend the school for two more summers, thus completing her course.

The purpose of the instructors of this school will be to give regular, systematic courses in such subjects and of such character as will meet the needs of teachers now in service.

### Character of the Work.

The work will be like the regular work of the school year. The same amount of study, of lecture room and of laboratory time will be required in each subject.

Students may take one or more subjects, but the work must be intensive in each.

The work is so planned that it is not possible to take more than two of the heavier subjects, and students are earnestly advised to take but one.

Electives may be taken if approved by the principal, but the course must be balanced (contain a due proportion of subjects in science, mathematics, language, history and professional work).

Every student must take, during his course, reading, geography, grammar, arithmetic, drawing and music.

### Credits allowed.

Due credits will be allowed for work which has been done in other normal schools or in colleges.

Teachers in service may be allowed to offer their experience between the successive summer sessions in lieu of practice in the training school.

### Diplomas granted.

Credit will be given for each subject that is satisfactorily completed. A diploma will be awarded when the amount of work done by the student is equal to that required in the regular course.

The time required for earning a diploma will depend upon the former preparation and upon the amount and character of work at this school.

### Admission.

Teachers of maturity, who have been in service for two or more years, and graduates of four-year courses in high schools, who have taught one year, will be admitted without examination.

Graduates of high schools and teachers of less than the above required experience who desire to teach in the State may be admitted without examination, but without entrance examinations cannot receive credit to count toward a diploma.

## General Regulations regarding Credits to be allowed Students from Other Normal Schools, Training Schools and Colleges.

1. The matter of the granting of credits shall be in the hands of a special committee, consisting of the principal and two other members of the summer session faculty, subject to the approval of the Board of Visitors of the school.

2. A student who has had one year or less of work in another State normal school shall receive full credit for the same, but the time needed to complete the course shall depend upon the character of the work done here.

3. A graduate of any State normal school outside of the State of Massachusetts shall be required to do the work of four summers before receiving a diploma, unless the character of the work done is particularly strong.

4. A candidate from a training school, whose past record is particularly strong and the character of whose work is exceptionally good, may be given such credit as seems just in the judgment of the special committee and the Board of Visitors.

5. A graduate of any college shall be required to take a full year's work, including the subjects of psychology, pedagogy and such typical subjects as may be deemed advisable by the special committee and the Board of Visitors, and to furnish evidence of at least three years of successful experience.

6. Due credit will be allowed for undergraduate work in any college.

7. Three years of properly certified, successful experience may be accepted in all cases in lieu of teaching in the training school.

## List of Subjects and Instructors.

*Music.* — Edmund F. Sawyer, Instructor in Music, State Normal School, Hyannis, Mass.

*Pedagogy.* — Mary E. Laing, Instructor in Pedagogy, State Normal School, Oswego, N. Y.

*English.* — Elizabeth H. Spalding, Instructor in English, Pratt Institute, Brooklyn, N. Y.

*Geography.* — Charles Peter Sinnott, B.S., Instructor in Geography, State Normal School, Bridgewater, Mass.

*Plants* — H. Annie Kennedy, Supervisor of Nature Work, Quincy, Mass.

*Algebra and Geometry.* — Charles D. Meserve, A.B., Instructor in Mathematics, Newton High School, Newton, Mass.

*Physics.* — Frederic H. Holmes, Instructor in Physics, State Normal School, Hyannis, Mass.

*History.* — C. L. G. Scales, Instructor in History, State Normal School, Oswego, N. Y.

*Drawing.* — F. L. Burnham, Supervisor of Drawing, New Haven, Conn.

*Minerals, Rocks and Soils.* — Harlan P. Shaw, Instructor in Minerals, Geology and Chemistry, State Normal School, Bridgewater, Mass.

*Advanced Reading and English.* — Nellie Allen, Instructor in Training School, State Normal School, Fitchburg, Mass.

Animals, physiology and number may also be offered.

It is not expected that a class will be formed in any of the above-mentioned subjects unless several students desire to take the same.

## General Lectures.

Besides the regular work, general lectures will be given by lecturers of national reputation.

## Lecturers of 1899.

Prof. Paul H. Hanus, Harvard University, Cambridge.

Edward Howard Griggs, recently Professor in the Department of Pedagogy, Leland Stanford, Jr. University, California.

C. F. Carroll, Superintendent of Schools, Worcester, Mass.

## Daily Program of 1899.

8.00–8.45. Psychology, History, Music, Drawing, Geometry, Minerals.

8.50–9.35. Psychology, History, Music, Drawing, Geometry, Minerals.

9.40–9.55. Morning exercises.

10.00–10.45. Animals, Plants, Physiology, Geography, Physics, Algebra, Literature.

10.50–11.35. Animals, Plants, Physiology, Geography, Physics, Algebra, Literature.

11.45–12.30. Gymnastics.

2.00–4.00. Laboratory Work.

## List of Students, 1899.

| Name. | Residence. | Experience. |
|---|---|---|
| Andrews, Harriet, | Hyannis, | – |
| Atherton, M. Grace, | Wakefield, | 3 years |
| Atkins, Bertha A., | Pleasant Lake, | 3 " |
| Atkins, Caroline L., | Brookline, | 1 year |
| Austin, Ida M., | Fitchburg, | 12 years |
| Austin, Laura C., | Brunswick, Me., | 5 " |
| Baker, Mabel L., | Hyannis, | 8 " |
| Bassett, Lina M., | Sandwich, | 1 year |

| Name. | Residence. | Experience. |
|---|---|---|
| Batchelder, Mary H., | Salem, | 4 years. |
| Bates, Nellie P., | Whitman, | 6 " |
| Bearse, Annie B., | Hyannis, | 12 " |
| Benjamin, Clara B., | Watertown, | 2 " |
| Blake, Etta S., | Presque Isle, | 11 " |
| Bodfish, John D. W., | West Barnstable, | – |
| Boomer, Emily R., | North Dartmouth, | 8 " |
| Brien, Effie M., | West Roxbury, | 7 " |
| Buck, Clara D., | West Chatham, | 5 " |
| Burden, Catharine A., | Malden, | 1 year. |
| Campbell, Sadie M., | Hudson, | 2 years. |
| Chace, Seth Howard, | Harwich, | 5 " |
| Chase, Bessie A., | Malden, | 1 year. |
| Chase, Charlotte M., | Cambridge, | 25 years. |
| Chisholm, Mary A., | Melrose Highlands, | 2 " |
| Clement, Abbie L., | Merrimac, | 4 " |
| Coburn, Clara H., | Methuen, | 2 " |
| Crocker, Eloise H., | Hyannis, | 1 year. |
| Cunningham, Mary G., | Revere, | 5 years. |
| Daggett, Cora M., | Provincetown, | 5 " |
| Dean, Carrie B., | Taunton, | 9 " |
| Deane, Florence, | Middleborough, | 11 " |
| Deane, Mary E., | Middleborough, | 14 " |
| Delano, Bertha F., | Marion, | – |
| Dinzey, Amy N., | Boston, | 1 year. |
| Dougherty, Margaret E., | Southbridge, | 2 years. |
| Douglas, Linda L., | Sagamore, | 2 " |
| Drew, Bessie L., | Atlantic, | 4 " |
| Elland, Mary, | East Dennis, | 4 " |
| Emerson, Winifred, | Reading, | 11 " |
| English, Margaret, | Wareham, | 8 " |
| Evans, Carrie M., | Merrimac, | 22 years. |
| Flint, Alice W., | Brandon, Vt., | 12 " |
| French, L. Pearl, | Kingston, N. H., | 4 " |
| Gilman, Maude E., | Lower Gilmanton, N. H., | 5 " |
| Goodale, Ethel M., | Brattleboro, Vt., | 1 year. |
| Grady, Ella M., | Sandwich, | 3 years. |
| Grady, M. Alice, | Fall River, | 11 " |
| Greene, Vianna C., | Clinton, | 21 " |
| Hallett, S. W., | Ware, | 11 " |
| Hammond, Hannah G., | Chatham, | 1 year. |
| Hancock, Mabel D., | Barre, | 6 years. |
| Harlow, Laura C., | Santuit, | – |
| Hartwell, Ida A., | South Lancaster, | 2 " |
| Hastings, Mattie L., | North Orange, | 3 " |
| Hawkes, Henrietta, | Saugus, | 2 " |
| Heckmann, Jennie L., | Plainville, | 5 " |

| Name. | Residence. | Experience. |
|---|---|---|
| Hiller, Lydia, R., | Acushnet, | 9 years. |
| Hinckley, C. Hervey, | Sandwich, | 2 terms. |
| Hopkins, Addie F., | East Brewster, | 2 years. |
| Horton, Lula B., | Brattleboro, Vt., | 2 " |
| Hosmer, Mary A., | Billerica, | 1 year. |
| Howes, Martha W., | Yarmouth, | 11 years. |
| Hulbert, Gertrude I., | Cambridge, | 2 " |
| Jacobs, Pearl L., | Franklin, | 2 " |
| Kelley, Augusta M., | Centreville, | – |
| Kelley, Blanche, | Hyannis, | – |
| Kelley, Nellie B., | Centreville, | 8 " |
| Kelly, Helen S., | North Raynham, | – |
| Kerry, Alice S., | Blackstone, | 2 " |
| Kimball, Alice A., | North Stoughton, | 12 " |
| Kimball, Edwin F., | East Milton, | 18 " |
| Kingman, F. W., | Hyannis, | – |
| Lapham, Alice G., | Webster, | 3 " |
| Lothrop, Percy, | Hyannis, | – " |
| Marchant, Agnes, | West Yarmouth, | 7 " |
| McVeigh, Sara A., | Brattleboro, Vt., | 3 " |
| Miller, Florence M., | Leominster, | – " |
| Montague, Jessie, | Holyoke, | 10 " |
| Mooney, Elizabeth E., | Waltham, | 3 " |
| Moore, Cora L., | Northfield, | 10 " |
| Morse, Adel M., | Hudson, | 4 years. |
| Mosher, Mary E., | North Dartmouth, | 6 " |
| Murdock, Lillian G., | North Abington, | – |
| Murdock, Maude E., | North Abington, | 1 term. |
| Nelson, Willard B., | Jamaica Plain, | 1 " |
| Nickerson, Agnes M., | Chatham, | 1 year. |
| Noyes, Alice L., | Abington, | 5 years. |
| O'Callaghan, Irene, | Marlborough, | 5 " |
| Peffers, Mary A., | Stoneham, | 15 " |
| Perry, Jennie S., | Westfield, | 9 " |
| Phinney, Alice C., | Cambridge, | 21 " |
| Poole, Nellie E., | Clinton, | 3 " |
| Putnam, Grace E., | Bedford, | 5 " |
| Reilly, Isabel M., | Franklin, | 16 " |
| Ronan, Agnes R., | Revere, | 3 " |
| Rowell, Bertha C., | East Pepperell, | 3 terms. |
| Ryan, Elizabeth E., | Belmont, | 8 years. |
| Salls, Carrie L., | Methuen, | 8 " |
| Sanborn, Hariot C., | Saugus, | 5 " |
| Scott, Dora M., | Jamaica Plain, | 8 " |
| Sears, Alice F., | North Brewster, | 3 " |
| Seyser, Abbie A., | North Easton, | 5 " |
| Snow, Gertrude L., | Provincetown, | 3 " |

| Name. | Residence. | Experience. |
|---|---|---|
| Stacy, Chester R., | West Yarmouth, | 3 years. |
| Stanwood, Idella B., | Brockton, | 9 " |
| Stevens, Adeline M., | Plymouth, | 2 " |
| Taylor, Irene I., | Leominster, | 10 " |
| Thayer, Cassendana, | Quincy, | 5 " |
| Walsh, Julia M., | North Easton, | 2½ " |
| Ward, E. Gertrude, | East Milton, | 1 year. |
| Warren, Lucy A., | Foxborough, | 13 years. |
| Warren, Mary E., | Shirley, | 13 " |
| Washburn, Mabel E., | Baldwinville, | 3 " |
| Waterman, Hannah P., | Centreville, | 4½ " |
| Weiscopf, Caroline, | Jamaica Plain, | 3 " |
| Wheeler, E. C., | Hyannis, | – |
| Whipple, Gertrude N., | Kingston, N. H., | 4 " |
| Wiggin, Alice, | Franklin, | – |
| Wilbar, Chester H., | Hyannis, | 9 " |
| Wilbar, Nellie E., | Hyannis, | 15 " |
| Wilbur, Grace A., | Plainville, | 4 " |
| Wixon, Leona M., | North Harwich, | 2 " |
| Woodbury, Grace, | East Milton, | 11 " |
| Woodbury, Mary E., | Spencer, | 6 " |

## Situation of School.

The school is situated in the village of Hyannis, seventy-nine miles from Boston. The Cape is here only about three miles across, and scarcely a breeze can come to us without traversing a broad expanse of water. It is much as though we were on an island forty miles long and from three to fifteen wide. This part of the Cape is well wooded with pine and oak forests, abounds in beautiful fresh-water lakes, and its shore is indented with fine bays; thus the scenery on land and water is varied and beautiful. The habitat of the city or inland town is delighted with the opportunities for seeing cranberry bogs, the clam digging, the bluefishing and kindred industries. He enjoys the bathing, the boating and fishing. If he prefers his wheel or a horse, he will find macadamized State roads for the first, and delightful, lonely, winding wood roads for the last.

Hyannis is on the Cape Cod division of the New York, New Haven & Hartford Railroad. The train service throughout the summer season is excellent. Hyannis is rapidly becoming a well known summer resort, and Boston business men go back and forth daily on the train throughout the summer season.

### Favorite Excursions from Hyannis.

The quaint old village of Yarmouth, only three and one-half miles across the Cape, is well worth a visit, and may be reached by train, by wheel or by carriage.

Shoot-flying Hill, from which on a clear day the whole Cape and the mainland as far north as Plymouth can be seen, is only five miles away, and can be reached by barge.

Wequaquet Lake is situated at the foot of Shoot-flying Hill. It has a much indented shore, about nine miles around, contains beautiful islands, and is much resorted to for fishing, boating and picnicking.

These are typical of other villages, lakes and resorts which are within easy reach of Hyannis.

More distant points of interest are Provincetown, at one extreme end of the Cape, the part made famous by Thoreau's "Cape Cod;" Buzzard's Bay, the summer home of Grover Cleveland and Joseph Jefferson; Wood's Holl, the seat of the noted Marine Biological Laboratory and the aquarium of the United States Fish Commission; Plymouth, just across Cape Cod Bay; Nantucket, nearly due south across Vineyard Sound; and Martha's Vineyard, to the south-west of us. Provincetown, Buzzard's Bay, Wood's Holl and Plymouth may be reached by rail; and one may also cross the Cape to Yarmouth, and thence sail to Provincetown and Plymouth. Excursions may be made by steamer directly to Nantucket, and by rail and steamer to Martha's Vineyard.

### Expenses.

Tuition will be free to all who signify their intention to teach in the State; to others, the nominal fee of $4 will be charged for the five weeks.

Use of books and equipment of the school will be free.

Books, paper and laboratory materials will be furnished at cost.

Board and furnished room, with heat and light, two single beds in each room, at the dormitory, $5.50 for women and $5.75 for men. With only one person in a room the rate will be $1 higher. Board without room, $4.50.

### Other Information.

Women are expected to care for their own rooms, unless special arrangements are made for the same.

Each boarder at the dormitory is expected to bring sheets for single beds, pillow cases, towels, napkins, clothes-bags and napkin-ring.

All clothing should be distinctly and indelibly marked with the owner's name.

Those desiring board at the dormitory should make arrangements at once, as the motto will be, "First come first served."

Others will be directed to places in the village on their arrival, and can then select such rooms as seem to them desirable.

Teachers from about Boston should be sure and secure round-trip tickets at excursion rates.

### Excursion Rates.

Round-trip tickets, good for the summer season, may be purchased at excursion rates at all places in the eastern part of the State.

### Special Notice.

Nearly all of those who attended the session of 1899 have registered for this year. Only about as many more can be accommodated. If the number of applicants exceeds the accommodations, those applying first will be first considered for admission.

For particulars, apply to the principal.

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